**Final Exam Instructions**

Read the following instructions and follow them exactly.

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This final is due on **Tuesday, July 5, at 5:00pm**. Save the entire document as FinalYourLastName.docx. Submit the completed final as an attachment to BOTH of my email addresses: [barnes.english@gmail.com](mailto:barnes.english@gmail.com) as well as [brandon.barnes@tvcc.edu](mailto:brandon.barnes@tvcc.edu). Kindly submit two (2) emails, one to each address.

(Do not send one email to both addresses at the same time. *This will help ensure my receipt of your final. I will notify each of you when your final is received.*)

If you hear nothing from me by **7:00pm** on July 5, please assume I have not received your final and submit again. I will consider the inbox CLOSED at 11:59pm on July 5.

Grades are due on **Thursday, July 7, at 10:30am**. After acknowledging receipt of your final, my first priority is to grade your finals and journals and then to record, tabulate and submit all grades before that time. (Course grades should be posted for you to see by **Friday, July 8**.) That means I don’t really have time to make comments on your exams before Thursday.

However, should you desire comments on your exam—I do plan to make a few, brief comments to each of you on your journals in an email—please let me know at the bottom of your essay. I will happily comment and mail them back to you sometime after I return from vacation, a little more than three weeks from now. If you do not request comments, I will assume you are not interested and will not make any.

For answers on the Multiple Choice, True/False, and Quotation Matching sections, type your letter answer (with a capital letter) in the blank. Instructions for Fill in the Blank, Conciseness Exercise, and Writing Prompt are there provided.

Happy testing!

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Final Examination**

**Section 1. Multiple Choice. (5 pts.)**

1. \_\_\_\_\_ Which of the following is *not* a synonym for a reason in an argument?
   1. Grounds
   2. Support
   3. Rebuttal
   4. Evidence
   5. Premise
2. \_\_\_\_\_ An arguer who presents only those reasons persuasive to him or her regardless of audience or situation.
   1. Pragmatic arguer
   2. Principled arguer
   3. Pusillanimous arguer
   4. Pugilistic arguer
   5. Pompous arguer
3. \_\_\_\_\_ Name a metaphor *not* commonly associated in our culture with the process of argumentation.
   1. War
   2. Fencing
   3. Dancing
   4. Boxing
4. \_\_\_\_\_ Which is *not* a major *refutation* approach?
   1. Challenging the opposition’s reasoning
   2. Challenging the opposition’s evidence
   3. Negotiating a compromise with the opposition
   4. Putting the opposition’s argument into a different context
5. \_\_\_\_\_ Name the fallacy committed when a student, who has justly earned a failing grade, asks the teacher for a passing grade because an F would mean academic suspension, which would mean losing financial aid, which would mean dropping out of school, which would mean getting kicked out of the house, which would mean a life of poverty, which would mean a life of misery.
   1. *Tu quoque* fallacy
   2. Slippery slope fallacy
   3. Bifurcation fallacy
   4. *Ad baculum* fallacy
   5. Red herring

**Section 2. True/False. (10 pts.)**

1. \_\_\_\_\_ It is *never* a good idea to concede or grant a point not essential to your argument in an effort to appear generous and win good will from your opponent.
2. \_\_\_\_\_ *Argument*, at bottom, simply means a claim with at least one reason to support it. It does not have to mean an emotionally heated discussion with insults.
3. \_\_\_\_\_ *Causality* can be reasonably established after one incident of X following Y or X and Y co-occurring.
4. \_\_\_\_\_ *Policy claims* must be supported in some way by emotional (pathetic) grounds.
5. \_\_\_\_\_ A *parallel* argument is one in which all the reasons for an argument are, by themselves, not enough to be persuasive but which, together, form a strong case. It may be likened to several strands in a cord.
6. \_\_\_\_\_ Engaging in argument with another person elevates him or her to the status of an equal. This is why historians refuse to debate Holocaust deniers.
7. \_\_\_\_\_ An argument meets the *prima facie* condition only after it stands up to a rigorous process of refutation.
8. \_\_\_\_\_ The *burden of proof* always falls to the person making the assertion.
9. \_\_\_\_\_ It’s not very important that a thesis statement be *limited*.
10. \_\_\_\_\_ Inductive reasoning involves saying only what follows certainly from the premises and adds no new information.

**Section 3. Fill in the Blank. (10 pts.)**

To fill in the blank, highlight over each blank and simply type your answer **in bold**.

according to syntax

elegance straw man  
ethos rhetorical question

falsified genuine

quo warranto rebuttal

1. Someone who takes issue with your case may move for **\_\_\_\_\_\_\_\_\_\_**, in which s/he will question or outright contradict your statements. Often this move begins with the word “but.”
2. Supporting an argument by stating one’s moral or professional credentials, known in Greek as \_\_\_\_\_\_\_\_\_\_, is, according to Aristotle, one of the most effective means of persuasion an arguer has.
3. The simple two-word phrase, “\_\_\_\_\_\_\_ \_\_\_,” is a clear and useful way to introduce factual or opinion-based evidence from outside sources.
4. The \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, one of the few forms in which interrogative sentences appear arguments, often effectively reminds the audience of those premises to which they are already committed. It does not, therefore, require an answer.
5. The Latin question, “\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_?” refers to the question whereby one arguer asks another about its right to speak on the given issue. Often used in arguments about morality and policy.
6. A. J. Ayer considered any proposition (claim) to be \_\_\_\_\_\_\_\_\_\_ if it could be *verified* either in practice or in principle.
7. According to Karl Popper, science has no use for any claims which cannot be \_\_\_\_\_\_\_\_\_\_.
8. The \_\_\_\_\_ \_\_\_\_\_ fallacy has been committed when one attacks, not the opponent’s real argument, but a distorted version of it that’s usually easier to refute.
9. Style consists of two things: word choice (diction) and sentence structure (\_\_\_\_\_\_\_\_\_\_).
10. A sentence’s quality by which it conveys the most information (propositional or emotional) in the fewest words, or an argument’s quality by which it convinces the most with the fewest reasons, is known as \_\_\_\_\_\_\_\_\_\_.

**Section 4.** **Quotation Matching (5 pts.)**

1. \_\_\_\_\_ “What can be asserted without evidence can also be dismissed without evidence.”
2. \_\_\_\_\_ “A wise man […] proportions his belief to the evidence.”
3. \_\_\_\_\_ “Extraordinary claims require extraordinary evidence.”
4. \_\_\_\_\_ “The moment we want to believe something, we suddenly see all the arguments for it, and become blind to the arguments against it.”
5. \_\_\_\_\_ “There are two parts to a speech: you make a statement, and you prove it.”
6. Carl Sagan
7. Aristotle
8. Christopher Hitchens
9. David Hume
10. George Bernard Shaw

**Section 4. Conciseness exercise. (20 pts.)**

The following passages could be made more concise. In addition to cutting excessive words, some sentences may be combined and some phrases rewritten. Provide a suggested revision after each passage, followed by a word count. (In Microsoft Word 2007 or 2010, highlight the passage, click “Review,” and then click “Word Count” to find the figure.) *Cut the word count at least in half.*

1. When you think about it, the practice of argumentation in today’s society should really be about preserving civilization through the most non-violent means possible. The types of people who engage in argument should become practiced in cultivating a respectful manner of address so that, regardless of the topic, they can discuss their differences without feeling insulted, denigrated or slighted. (59 words)

1. Many people don’t realize that what is very often called learning “critical thinking” is pretty much the same as learning argumentation. There are, if you’ll only pause to consider the matter, many reasons that let you see how, at the end of the day, they are one in the same. Both deal with evidence. Both deal with solid reasoning. Both deal with paying very close attention to language and expression. Both are taught in many classrooms in order to make students more aware of the messages sent to them and to make them more able to defend themselves against trickery, sophistry, and deception. Both are meant to turn students into confident, capable, and independent thinkers in life. Needless to say, the fact of the matter is that learning argumentation and critical thinking both aim to turn students into the type of people who can think for themselves and express themselves well. (150 words)

**Section 5. Writing Prompt (50 pts.)**

In an argumentative, concisely written essay (not narrative) of *no less than* two (2) full pages but *no more than* three (3) in MLA format (including margins, headings, title and font) and starting on the following page, make a brief but well supported argument *for or against* the following proposition: “Resolved: That Debate Should Be Required For All High-School Students.” Do not consult or otherwise use any outside sources.

Your argument should have—in this order—an Introduction and Narration (with a thesis), a Confirmation (constructive case), a Concession/Refutation (a destructive case), and a Conclusion. Points will be deducted for essays not following this format.

*Follow these directions exactly. Having placed your cursor after this paragraph, click “Insert” and then “Page Break.” Once on page 7, click on “Home” and then “No Spacing.” Under “Paragraph,” set the line spacing to “2.0.” Type your essay in MLA format with a heading and an appropriate title. Do not insert, however, a header with a name and page number.*